DOCUMENT RESUME

ED 163 273 08 CE 018 960

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TITLE Common Core Curriculum for Vocational Education. Category E: Curriculum Design in Vocational Education. E-1: Developing a Curriculum Design in Vocational Education.
INSTITUTION California State Univ., Fresno.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
PUB DATE 78
NOTE 30p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
AVAILABLE FROM Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Core Curriculum; *Curriculum Design; *Curriculum Development; Higher Education; Learning Activities; Learning Modules; Performance Based Teacher Education; *Teacher Education Curriculum; *Vocational Education

ABSTRACT

This module on developing a curriculum design is one of a set of three on curriculum design in vocational education and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, six lessons are presented: (1) examining what is meant by curriculum; (2) examining the elements which go into determining the nature of curriculum design; (3) investigating relationship of the vocational education curriculum to curriculum design and to the general curriculum of a school; (4) integrating vocational education in the design of the general educational curriculum; (5) exploring procedures for developing a vocational education curriculum; and (6) participating in the development of a vocational education curriculum. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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Common Core Curriculum
for Vocational Education

E-1

DEVELOPING A CURRICULUM DESIGN IN VOCATIONAL EDUCATION

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Category E:

CURRICULUM DESIGN IN VOCATIONAL EDUCATION

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1978

CE 018 960

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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This work was developed under a contract with the California State Department of Education under the provisions of Public Law 90-5-76, EPDA, Part F. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education and no official endorsement by the State Department of Education should be inferred.

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DEVELOPING A CURRICULUM DESIGN FOR VOCATIONAL EDUCATION

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a vocational teacher will have explored various facets of curriculum design in vocational education. Specifically, upon satisfactory completion of the module, the student will be able to do the following:

(1) Define what is meant by "curriculum" in a school setting.

(2) Describe the critical elements comprising a curriculum design.

(3) Identify those elements in a curriculum which are unique to vocational education.

(4) Identify what vocational education curricula encompass.

(5) Explore the procedures for developing a vocational education curriculum.

(6) Assemble information to serve as supportive evidence for establishing a vocational education curriculum.

Module Overview

Schools exist in order to carry out certain defined goals and purposes. For example, medical schools exist to prepare licensed doctors; court reporting schools exist to prepare people for jobs in court reporting; and accountancy schools exist to prepare students to work in the field of public and private accounting. Other schools exist to prepare students for broad general education backgrounds whose goals and purposes may be identified from time to time by such groups as the National Association of Secondary School Principals, the Council for the Advancement of Secondary Education, or the Commission on Reorganization of Secondary Education. Thus, schools are created to fulfill certain goals and purposes.

However, to carry out the defined goals and objectives, it is essential to have an organized plan. This organized plan in educational

jargon is referred to as curriculum design. The design encompasses not only the content of the curriculum but also the instruction involved with that content. In other words, content of curriculum revolves around "What is to be taught," and instruction revolves around "How it is to be taught." Evaluations of both of these processes help determine how effectively content and instruction are being implemented. These elements of goals and objectives, content and instruction, and evaluation comprise the basic components of curriculum design.

The task of the curriculum designer is to establish an environment so that the learner may have a successful learning experience.

The purposes of this module are to help the student further identify what is meant by curriculum design, to relate curriculum design specifically to vocational education, and to have the student experience how curriculum design can be developed. The lessons in this module which are designed to carry out the identified purposes are as follows:

(1) Examining What is Meant by "Curriculum."

(2) Examining the Elements Which Go into Determining the Nature of a Curriculum Design.

(3) Investigating the Relationship of the Vocational Education Curriculum to Curriculum Design and to the General Curriculum of a School.

(4) Integrating Vocational Education into the Design of the General Education Curriculum.

(5) Exploring Procedures for Developing a Vocational Education Curriculum.

(6) Participating in the Development of a Vocational Education Curriculum.

Note:

The activities for this module have been developed at two different levels as an aid to those instructors preparing students for the Designated Subject Credential and for the Bachelor's and/or Master's Degree. This does not preclude the use of this module for other preparation in vocational education.

Resource Materials for Completing the Activities in this Module

Calhoun, Calfrey C. and Alton V. Finch. Vocational and Career Education: Concepts and Operations. Belmont, California: Wadsworth Publishing Company, 1976.1/

Dewey, John. Democracy and Education. New York: Macmillan, 1916.

Educational Policies Commission. Education for all American Youth. Washington, D. C.: National Education Association, 1944.

Educational Policies Commission. Education for all American Youth--A Further Look. Washington, D. C.: National Education Association, 1952.

Hooper, Richard (ed.). The Curriculum: Context, Design, and Development. Edinburgh: Oliver and Boyd, 1971.

Kaspke, Colonel Lyle D. "The Air Force Systems Approach to Curriculum Design," American Vocational Journal. September, 1976, 28-29, 32.

Marland, Sidney P., Jr. "Educating for the Real World," Business Education Forum. November, 9171, 3-5.

Report of the Harvard Committee. General Education in a Free Society. Cambridge, Massachusetts: Harvard University Press, 1945.

Report of the Panel of Consultants in Vocational Education. Education for a Changing World of Work. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1963.

Rickover, H. G. American Education--A National Failure. New York: E. P. Dutton and Company, 1963.

Saylor, J. Galen and William M. Alexander. Planning Curriculum for Schools. San Francisco: Holt, Rinehart, and Winston, 1974.

State of California. California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: California State Department of Education, 1977.

Tanner, Daniel and Laurel N. Tanner. Curriculum Development. New York: Macmillan PUblishing Company, 1975.

"The Seven Cardinal Principles Revisited," Today's Education. National Education Association, September-October, 1976, 57-72.

1/ This reference is an excellent one to use in this module; however, it was published after the writing of the module, so the activities have not been correlated with it. Instructors may wish to incorporate this text with the other resource materials cited.

DEVELOPING A CURRICULUM DESIGN FOR VOCATIONAL EDUCATION

Lesson One: Examining What Is Meant By "Curriculum"

Objective

Upon the satisfactory completion of this lesson, the student will be able to define what is meant by the word "curriculum" in a school setting.

Overview

Before one can actually design curriculum, he or she needs to identify what curriculum itself is. A dictionary definition of curriculum says it consists of "those courses offered by an educational institution or one of its branches." Ronald C. Doll in his textbook entitled Curriculum Improvement defines curriculum as "all the experiences which are offered to learners under the auspices or direction of the school."

On the other hand, Tanner and Tanner in their book on Curriculum Development state that a definition of curriculum is quite meaningless apart from the context in which it is used. Each of these definitions takes on a different interpretation of curriculum. The activities of this lesson are arranged so that the student will examine the nature of curriculum and then reach a conclusion as to what is meant by the term "curriculum."

Suggested Activities

Level One (The student in the Designated Subject Credential component of "Curriculum and Media" and students in the Master of Arts in Vocational Education Program must complete all the activities described under Level One.)

(1) Read Chapter 1, "The Nature of Curriculum," Curriculum Development, by Tanner and Tanner, Macmillan Publishing Company, 1975, pp. 3-49.

(2) Write a short paper (no more than two pages, double spaced) in which you relate the various definitions and interpretations that are given to the term "curriculum." Include a summation where you define "curriculum" as you see it because of your experiences, readings, and investigations.

Note: Before writing the assigned paper, your instructor may wish to discuss the topic with you or may want you to have a discussion with other members of the class on an individual or a group basis.

Level Two (The student in the Master of Arts in Vocational Education program must complete one of the activities described under Level Two.)

(1) Read Chapter 4, "Defining Goals and Objectives," Planning Curriculum for Schools, by Saylor and Alexander. Holt, Rinehart and Winston, Inc., (1974), pp. 144-188. Upon completion of the reading present orally to the instructor (or to the class if appropriate) commentaries on the following topics:

a. Why should there be defined goals and objectives for a school?

b. What are several of the major general goal and objective statements that have been developed? By whom were they developed? Of what import are these statements in relationship to the present day curriculum of schools?

(2) Read "The Seven Cardinal Principles Revisited," Today's Education, September-October, (1976), pp. 57-72. Upon completion of the reading, present orally to the instructor (or to the class if appropriate) your reactions to the following topics:

a. How much have the "Seven Cardinal Principles" been changed over the years?

b. What relevance do the "Seven Cardinal Principles" have to education in general today?

c. What relationship do the "Seven Cardinal Principles" have to this lesson which primarily concerns the definition of "curriculum" in a school setting?

(3) Using a periodical guide to literature, locate three current articles on curriculum which would give further clarification to the definition of "curriculum." Upon completion of the reading, present orally to the instructor (or to the class if appropriate) your observation of those articles and point out how each is related to this lesson which primarily concerns the definition of "curriculum" in a school setting.

Note: Before writing the assigned paper, your instructor may wish to discuss the topic with you or may want you to have a discussion with other members of the class on an individual or a group basis.

Suggested Resources

Saylor, J. Galen and Alexander, William M. Planning Curriculum For Schools. Holt, Rinehart and Winston, Inc., San Francisco, 1974.

Tanner, Daniel and Tanner, Laurel N. Curriculum Development. Macmillan Publishing Company, Inc., New York, 1975.

"The Seven Cardinal Principles Revisited", Today's Education. National Education Association, September-October, 1976, pp. 57-72.

Upon successful completion of assigned activities, proceed to Lesson 2.

DEVELOPING A CURRICULUM DESIGN FOR VOCATIONAL EDUCATION

Lesson Two: Examining The Elements Which Go Into Determining The Nature Of A Curriculum Design

Objective

Upon the satisfactory completion of this lesson, the student will be able to explain what the essential elements are in a curriculum design along with the interrelationship of these elements.

Overview

The reading material in Lesson One identified curriculum design as containing three essential elements. These elements are goals and objectives of a curriculum; content and instruction in a curriculum; and evaluation of the goals and objectives, content, and instruction of a curriculum.

A person concerned with curriculum design needs to study and examine the relationship these three elements of curriculum design have to each other. A curriculum designer should develop the ability to look at the overall design of the curriculum as well as focus on one of the elements. However, the overall picture of the curriculum design must not be lost because of a narrow or overexposed view of one of the elements.

In this lesson the student will examine the elements essential to curriculum design and then will attempt to determine the interrelationship that the elements have to each other.

Suggested Activities

Level One (The student in the Designated Subject Credential component of "Curriculum and Media" and students in the Master of Arts in Vocational Education Program must complete all the activities described under Level One.)

(1) Read Chapter II: Subpart 3, "The Functions of a Conceptual Framework for Curriculum Design", by Hilda Taba as edited by Richard Hooper in The Curriculum: Context, Design and Development, Oliver and Boyd, Edinburgh, 1971, pp. 134-152.

(2) Write a short paper (no more than two pages double spaced) giving your interpretations of the quotation typed below and relate what the interrelationships of the essential elements of curriculum design have to do with the quoted material.

Quoted from The Curriculum, page 138:

"While the organization of the school and its institutional facilities should be shaped to implement the

curriculum, the reverse is usually the case. The functioning curriculum is fitted into the existing arrangements and shaped by the limitations in these conditions."

Note: Before writing the assigned paper, your instructor may wish to discuss the topic with you or may want you to have a discussion with other members of the class on an individual or a group basis.

Level Two (The student in the Master of Arts in Vocational Education program must complete one of the activities described under Level Two.)

a. Read "The Air Force Systems Approach to Curriculum Design", American Vocational Journal, September, 1976, pp. 28-29, 32. Upon the completion of the reading, present orally to the instructor or in writing (no more than two pages double spaced) your interpretation of how the Air Force Systems Approach to Curriculum Design satisfies the requirement of the essential elements in a curriculum design.

b. After consultation with a local vocational education director, report in writing or describe orally to the class and/or instructor how that school's curriculum design meets the essential elements of curriculum design as these elements are described in the reading material assigned under Level One of this lesson.

(3) Using other texts and periodical literature available to you, seek out reading material on the essential elements of curriculum design. Report in writing or describe orally the relationship the material you locate has to this lesson on the essential elements which comprise curriculum design.

Suggested Resources

Hooper, Richard (ed.). The Curriculum: Context, Design and Development. Oliver and Boyd, Edinburgh, 1971.

Kaapke, Colonel Lyle D. "The Air Force Systems Approach to Curriculum Design", American Vocational Journal. September, 1976, pp. 28-29, 32.

Upon successful completion of assigned activities, proceed to Lesson 3.

DEVELOPING A CURRICULUM DESIGN FOR VOCATIONAL EDUCATION

Lesson Three: Investigating The Relationship Of The Vocational Education Curriculum To Curriculum Design And To The General Curriculum Of A School

Objective

Upon the satisfactory completion of this lesson, the student will be able to describe the relationship of vocational education to general education in fulfilling goals and objectives of students, and to relate the necessity of having a curriculum design which includes vocational education.

Overview

In commenting on vocational education in Curriculum Development, Tanner and Tanner make the following statements:

> "The issue is not whether there should be a place for vocational education in the curriculum but how vocational education should be fashioned so as to reveal the fullest intellectual and social meaning of work in a free society. This requires that vocational and general education be conceived and designed as interrelated aspects of the curriculum and not as independent or oppositional entities."

The purpose of this lesson is to investigate how vocational education and general education complement one another in fulfilling a curriculum design and in determining how the elements of curriculum design can be applied to the vocational education curriculum in particular.

Suggested Activities

Level One (The student in the Designated Subject Credential component of "Curriculum and Media" and students in the Master of Arts in Vocational Education Program must complete all the activities described under Level One.)

(1) Read pages 524-539 of Chapter 11, "The Curriculum and the Emergent Technological Society", Curriculum Development, by Tanner and Tanner, Macmillan Publishing Company, 1975.

(2) On the basis of the reading assigned in Activity 1, prepare a time line beginning with the Morrill Act of 1862 and continuing up to the present time where the following are identified:

a. The significant pieces of Federal legislation fostering vocational education

b. The significant contributions of individuals, commissions, or agencies which helped to mold vocational education

(3) With previous lessons in this module as background and with the reading assigned in this lesson as a guide, relate in writing (no more than two pages double spaced) how vocational education and general education are interrelated. Include reasons for acknowledging that vocational education is a part of the general education design in our country.

Note: Before writing the assigned paper, your instructor may wish to discuss the topic with you or may want you to have a discussion with other members of the class on an individual or a group basis.

Level Two (The student in the Master of Arts in Vocational Education program must complete one of the activities described under Level Two.)

(1) Read pages 539-561 of Chapter 11, "The Curriculum and the Emergent Technological Society," Curriculum Development, by Tanner and Tanner, Macmillan Publishing Company, 1975.

(2) With the reading assigned in Activity 1 as background, develop notes on 3 x 5 cards which could be used in presenting a speech to a school board, a PTA, a secondary school faculty, or an organization such as the League of Women Voters. In the speech, present significant points which would illustrate the emergence of vocational education during the social crises of the 1960's and 1970's.

(3) To further appreciate the concepts developed in the assigned reading material in Levels One and Two, examine one of the following and report on it orally to the instructor (and class if appropriate).

a. Report of the Harvard Committee, General Education in a Free Society (Cambridge, Mass.; Harvard University Press), 1945.

b. John Dewey, Democracy and Education (New York: Macmillan Publishing Co., Inc.), 1916.

c. Educational Policies Commission, Education for all American Youth. (Washington, D. C.: National Education Association), 1944.

d. Educational Policies Commission, Education for all American Youth--A Further Look. (Washington, D. C.: National Education Association), 1952.

e. H. G. Rickover, American Education--A National Failure (New York: E. P. Dutton and Co., Inc.), 1963.

f. Report of the Panel of Consultants in Vocational Education, Education for a Changing World of Work. (Washington, D. C.: U. S. Department of Health, Education, and Welfare), 1963.

Suggested Resources

Dewey, John. Democracy and Education. New York: Macmillan Publishing Company, Inc., 1916.

Educational Policies Commission. Education for all American Youth. Washington, D. C.: National Education Association, 1944.

Educational Policies Commission. Education for all American Youth--A Further Look. Washington, D. C.: National Education Association, 1952.

Report of the Harvard Committee. General Education in a Free Society. Cambridge, Mass.: Harvard University Press, 1945.

Report of the Panel of Consultants in Vocational Education. Education for a Changing World of Work. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1963.

Rickover, H. G. American Education--A National Failure. New York: E. P. Dutton and Company, Inc., 1963.

Tanner, Daniel and Tanner, Laurel N. Curriculum Development. Macmillan Publishing Company, Inc., New York, 1975.

Upon successful completion of assigned activities, proceed to Lesson 4.

DEVELOPING A CURRICULUM DESIGN FOR VOCATIONAL EDUCATION

Lesson Four: Integrating Vocational Education Into the Design of the General Education Curriculum

Objective

Upon the satisfactory completion of this lesson, the student will be able to discuss the signficance of having vocational education as a part of the process for completing general education goals and objectives.

Overview

In the preceding lesson in this module the objective was to observe the relationship between vocational education and general education. Doing so would suggest that there is a division between the two. Such is not the intent of this module; rather the intent is to point out a working relationship between vocational and general education and further to illustrate that vocational education is an integral part of general education.

In the book entitled Curriculum Development, Tanner and Tanner have given support to the philosophy that vocational education is a vital part of general education. The following quote from page 562 of that book illustrates the point:

> "The ecological crisis of the 1970's has illustrated dramatically that social and intellectual interests cannot be separated from man's work in science, industry, agriculture, transportation, health, government, and so on. Insofar as the curriculum is concerned, although vocational education provides for specialized competencies and pursuits, it needs to be sufficiently broad so as to share with general education the cultivation of those understandings and sympathies that are common to all citizens of a free society."

How, then, is vocational education integrated into the general curriculum so that it contributes to the broad goal of educating a person for living in a free society? An attempt to answer that question is the purpose of this lesson and its activities.

Suggested Activities

Level One (The student in the Designated Subject Credential component of "Curriculum and Media" and students in the Master of Arts in Vocational Education Program must complete all the activities described under Level One.)

(1) Read pages 561-572 of Chapter 11, "The Curriculum and the Emergent Technological Society", Curriculum Development, by Tanner and Tanner, Macmillan Publishing Company, 1975.

(2) With the assigned reading in Activity 1 as background, create a chart or graph which would illustrate the integration of career education and vocational education into the general curriculum of grades K-12.

Level Two (The student in the Master of Arts in Vocational Education program must complete one of the activities described under Level Two.)

(1) Read "Educating for the Real World", Business Education Forum, November 1971, pp. 3-5, by Sidney P. Marland, Jr.

(2) With the reading assigned in Activity 1 as background, use various sources available to you to gather support for methods in which vocational education and career education are integrated into general education. Gather information on at least three situations and either present the gathered evidence orally or in writing to your instructor. Possible sources for gathering information might be selected from the following:

a. Learning Centers of School Districts

b. ERIC information

c. References to Periodical Literature in collegiate libraries.

d. Pamphlets and bulletins from the U. S. Department of Health, Education, and Welfare.

(3) Design and carry out an activity which you believe would be appropriate for this lesson in which you demonstrate the use of vocational and/or career education in accomplishing the goals and objectives of general education. Secure the approval of your instructor before carrying out the activity.

Suggested Resources

Marland, Sidney P., Jr. "Education for the Real World", Business Education Forum. November 1971, pp. 3-5.

Tanner, Daniel and Tanner, Laurel N. Curriculum Development. Macmillan Publishing Company, Inc., New York, 1975.

Upon successful completion of assigned activities, proceed to Lesson 5.

DEVELOPING A CURRICULUM DESIGN FOR VOCATIONAL EDUCATION

Lesson Five: Exploring Procedures for Developing A Vocational Education Curriculum

Objective

Upon the satisfactory completion of this lesson, the student will be able to relate how the elements of curriculum design are used in developing a vocational education curriculum.

In addition, the student will be able to describe in more precise detail how to develop the program element of the vocational education curriculum, particularly as it pertains to the California State Plan for Vocational Education.

Overview

Lessons One and Two of this module identified and examined the essential elements of curriculum design. The three elements identified were goals and objectives of a curriculum; content and instruction in a curriculum; and evaluation of the goals and objectives, content, and instruction of a curriculum. This lesson will involve relating those same three elements to a vocational education curriculum.

Since many vocational education curricula are financed with federal funding through state agencies, and since the states have developed plans for the development of vocational education curricula, this lesson will examine the California State Plan for Vocational Education with particular emphasis on the content (programs) element of the plan. Other state plans contain elements similar to the California State Plan.

Suggested Activities

Level One (The student in the Designated Subject Credential component of "Curriculum and Media" and students in the Master of Arts in Vocational Education Program must complete all the activities described under Level One.)

(1) Read Part 3.0, "State Vocational Education Programs", California State Plan for Vocational Education. State of California. Sacramento, 1976, pp. 29-50.

(2) Using the reading described in Activity 1 as background, create an outline which would present an overview of requirements for the development of a vocational education curriculum. Present the outline to your instructor. Include the following major headings:

a. Instructional Areas in Vocational Education.

b. Program Standards. (As related to Goals and Objectives.)

c. Allocation of Funds.

1. Identification of Disadvantaged Persons
2. Identification of Handicapped Persons
3. Manpower Needs and Job Opportunities
4. Vocational Education Needs of Group to be Served

Level Two (The student in the Master of Arts in Vocational Education program must complete one of the activities described under Level Two.)

(1) Obtain a State Plan for Vocational Education for a state other than California. Study the section of that State Plan that pertains to program. Orally describe to the instructor or the class (whichever is appropriate) the similarities and/or differences between the program element of that plan and the California State Plan for Vocational Education.

(2) Examine a district vocational education plan which has been federally funded to see how that plan has met the requirements of the California State Plan for Vocational Education for Part 3.0, "State Vocational Education Programs." Orally describe to the instructor or the class (whichever is appropriate) the results of your investigation.

(3) Secure a copy of the most recent Vocational Education Act from your congressman and examine it for information concerning the program element of a vocational education curriculum. Orally relate to the instructor or the class (whichever is appropriate) the stipulation of that Act concerning program development.

Suggested Resources

Plans for Vocational Education--State Plans Other than California.

State of California. California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: California State Department of Education, 1977.

Upon successful completion of assigned activities, proceed to Lesson 6.

DEVELOPING A CURRICULUM DESIGN FOR VOCATIONAL EDUCATION

Lesson Six: Participating in the Development Of a Vocational Education Curriculum

Objective

Upon the satisfactory completion of this lesson, the student will have assembled information to serve as supportive evidence for establishing a vocational education curriculum in the area of her/his choice.

Upon the satisfactory completion of this lesson, the student will have compared the evidence gathered for establishing a vocational education curriculum in the area of her/his choice with the information required for the granting of funding for vocational programs under the California Five-Year State Plan for Vocational Education.

Overview

Reading about a plan for designing a vocational education curriculum is one thing; actually doing the designing and creating of the curriculum is another. In the previous lessons in this module, the student has read about the vocational education curriculum. In this lesson the student will use the California Five-Year State Plan for Vocational Education and from its direction and stipulations construct a portion of a vocational education curriculum.

Suggested Activities

Level One (The student in the Designated Subject Credential component of "Curriculum and Media" and students in the Master of Arts in Vocational Education Program must complete all the activities described under Level One.)

(1) Read pp. II-1,2 of the California Five-Year State Plan for Vocational Education on "Introduction and Philosophy."

(2) On the basis of the information presented in the reading in Activity 1, put in writing information on manpower needs and job opportunities asked for in preparing a proposal for funding. Select a vocational education training area and include in your writing support for the following:

a. Information on current occupations.

b. Information on new and changing occupations.

c. Information about education training and requirements.

d. Information on occupations and families of occupations requiring similar patterns of abilities and interests.

e. Information on long-term trends in major occupations and industries.

f. Information identifying specific occupations that will employ large numbers of workers, male and female, in the future.

Level Two (The student in the Master of Arts in Vocational Education program must complete one of the activities described under Level Two.)

(1) Read page II-9 of The California Five-Year Plan for Vocational Education (1977) on "Disadvantaged Students."

(2) On the basis of the information presented in the reading in Activity 1, prepare in writing the necessary information needed in preparing a proposal for funding which would identify "disadvantaged persons." Select a specific school or school district upon which to base your evidence and secure the permission of an administrator to develop such information.

(3) Read page II-9, 10 of The California Five-Year Plan for Vocational Education (1977) on "Handicapped Students."

(4) On the basis of the information presented in the reading in Activity 3, prepare in writing the necessary information needed in preparing a proposal for funding which would identify "handicapped persons." Select a specific school or school district upon which to base your evidence and secure the permission of an administrator to develop such information.

Suggested Resources

State of California. The California Five-Year Plan for Vocational Education. A Planning Process, 1977.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

DEVELOPING A CURRICULM DESIGN FOR VOCATIONAL EDUCATION

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	This pre/posttest is designed to assess your knowledge of curriculum design and its application to vocational education. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. State your definition and interpretation of the term "curriculum."

   State another definition of the term "curriculum" that is different from your definition but which may be that of other educators.

2. The three essential elements in a curriculum design are:

   a. Goals and objectives of a curriculum
   b. Content and instruction in a curriculum
   c. Evaluation of the goals and objectives, content, and instruction of a curriculum

   Describe the importance of these three elements and the relationship that they have to one another.

3. Identify two commissions who have defined goals and objectives for educating the youth of America and relate the significance of their findings.

   a.

   b.

Pre/posttest (continued)

4. What is the relationship of vocational education to general education?

5. List five significant pieces of federal legislation which have given support and momentum to vocational education. Also identify the significance of each piece of legislation.

6. Describe the relevance of vocational education in the technological society of the 1970's.

7. According to the California Five-Year State Plan for Vocational Education, what are five of the ten criteria upon which vocational education funding allotments are made to state and local educational agencies?

   a.

   b.

   c.

   d.

   e.

Pre/Posttest (continued)

8. Choose an occupation for which you think there should be a vocational education curriculum. Give supportive evidence for why you think there should be a vocational education curriculum for that occupation by supplying answers to the following questions:

   a. What evidence do you have that the occupation you selected has a demand for employing workers of that kind?

   b. What evidence do you have that the occupation you selected will continue to have a demand for employing workers of that kind in the immediate future?

   c. What evidence do you have that a vocational education curriculum could prepare workers for the kind of occupation you selected?

Return this test to your instructor.

DEVELOPING A CURRICULUM DESIGN FOR VOCATIONAL EDUCATION

ANSWER KEY

MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) Students' answers will vary greatly since they were asked for their own interpretations. However, most students will probably say that "curriculum" means the courses students take or a sequence of courses students take in a particular school.

Definitions differing from the one given by the student taking this test may be:

--Ronald C. Doll, Curriculum Improvement: "Curriculum encompasses all the experiences which are offered to learners under the auspices or direction of the school."

--Tanner and Tanner, Curriculum Development: "Curriculum consists of the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence."

2. (L2) Interrelationship of the essential elements of curriculum design:

In order to have a curriculm design function effectively, a person must first define what the goals and objectives are for the program that is being developed. After goals and objectives are defined, then the content needed to carry out those goals and objectives can be identified along with the instructional procedures for imparting the content to the students. So that a person will know whether the content and instructional procedures have been effective, an evaluation process must take place.

3. (L3) Identification of two commissions which have defined goals and objectives for education of the youth of America and the significance of their findings:

a. Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education (1918), created by the National Education Association. The significance of the commission's report was that it supported vocational education in the context of the comprehensive high school.

Pre/Posttest Answer Key (continued)

b. Educational Policies Commission, Education for All American Youth (1944 and re-examined in 1952), created by the National Educational Association. Significance of the commission's report was that the commission envisioned a model educational system in which students in the setting of the comprehensive high school would have access to a full range of programs for successful entry to the world of work.

Other possible answers could include:

a. Report of the Harvard Committee, General Education in a Free Society.

b. Educational Policies Commission, NEA The Structure of Education in American Democracy.

4. (L3) Relationship of vocational education to general education:

Vocational education and general education are not separate entities. Rather, they both contribute to the education of individuals. It is difficult to know where vocational education stops and general education begins, and vice versa. General education provides foundations for vocational education, and vocational education develops one's general education. Knowing that the two components are intermingled helps one to see that both vocational education and general education are necessary and that both help to develop the potential that individuals have in their roles as workers in society.

5. (L3) Five significant pieces of federal legislation which have given support and momentum to vocational education and the significance of this legislation:

a. The Morrill Act of 1862 provided land grants that led to the establishment of a national network of land grant colleges and universities.

b. Smith-Hughes Act of 1917 created a federal-state partnership for vocational education.

c. George-Barden Act of 1946 provided for the expansion of existing federally supported programs of vocational education and for the establishment of vocational guidance programs.

d. Manpower Training and Development Act of 1962 led to the creation of various vocational education programs for out-of-school youth, unemployed adults, and adults seeking to upgrade their occupational skills.

e. The Vocational Education Act of 1963 and the Amendments of 1968 encompassed virtually any occupation of occupational cluster

Pre/Posttest Answer Key (continued)

short of the professions and allowed schools to develop integrated programs of vocational and general education so as to improve the learning opportunities of those with socioeconomic and educational handicaps.

f. Education Amendments of 1976 extend and revise the Vocational Education Act of 1963.

6. (L4) Description of the relevance of vocational education in the technological society of the 1970's.

Answers should be in line with this quotation from Tanner and Tanner in Curriculum Development, page 562:

> The ecological crisis of the 1970's has illustrated dramatically that social and intellectual interests cannot be separated from man's work in science, industry, agriculture, transportation, health, government, and so on. Insofar as the curriculm is concerned, although vocational education provides for specialized competencies and pursuits, it needs to be sufficiently broad so as to share with general education the cultivation of those understandings and sympathies that are common to all citizens of a free society.

7. (L5) Criteria upon which vocational education funding allotments are made to state and local educational agencies:

(Students should have answers for five of the following ten.)

a. The amount of state and local funds available for allowable expenditures in the fiscal year for which the federal allocation is to be made.

b. The provision for making vocational education available to all persons in all areas of California.

c. The economic and manpower needs of the various labor market areas of California and California as a whole.

d. The local educational agency's effort to maintain and further develop vocational education.

e. The wealth of the local educational agency.

f. The educational tax effort of the people within each local educational agency in support of education.

g. The total number of people attending each local educational agency and the total number of people availing themselves of vocational education programs.

h. The total excess costs of vocational education above the state foundation support for each student.

Pre/Posttest Answer Key (continued)

i. Consultation with the California Cooperative Area Manpower Planning System in the area.

j. Due consideration be given to the special vocational education needs for handicapped persons and disadvantaged persons.

8. (L6) Presentation of information concerning a selected occupational choice:

(Students' answers will vary according to the choice of occupation; answers should relate to the information described under each section below.)

a. Evidence of demand for employing workers of this kind:

Information which may be given in answers should include:

(1) Statistics verifying the numbers of workers employed locally and nationally for the occupation selected.

(2) Statistics identifying employability of female and/or male workers for the occupation selected.

(3) Statistics identifying a sufficient supply or an undersupply of workers for the occupation selected.

b. Evidence of demand for employing workers of this kind in the future:

Information given in answers should be based on employment predictions which have been developed by the California Employment Development Department, the U. S. Bureau of Census, or the United States Department of Labor.

c. Evidence of the suitability of preparing workers for the selected occupation:

Information may be based upon statistics showing the pattern of and/or likelihood of employment for persons completing training and planning to enter the selected occupation.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education